

NOORUL ISLAM CENTRE FOR HIGHER EDUCATION

(Deemed to be University Under Section 3 of the UGC Act, 1956)
Kumaracoil, Thuckalay

DEPARTMENT OF ENGLISH



M.A. ENGLISH **CURRICULUM AND SYLLABI**

REGULATION 2023



NICHE
KANYAKUMARI
DEEMED-TO-BE UNIVERSITY

NOORUL ISLAM CENTRE FOR HIGHER EDUCATION

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Regulation : 2023

Curriculum and Syllabi

M. A. Programme

DEPARTMENT OF ENGLISH

M. A. ENGLISH LITERATURE

Vision of the University

To be recognized by the Government and society at large as an institution able to deliver excellence with relevance in the field of higher education and research focusing on the needs of the nation in tune with the technological revolution to cope with the knowledge explosion and global competence.

Mission of the University

To develop the institution as a Centre of Excellence, keeping pace with the advances in the field, so as to provide quality higher education to the students and instill in them high standards of discipline and ethics so that they become enlightened individuals in the service of humanity and to carry out focused research in the frontier areas of science and technology.

Faculty of Science and Humanities

Department of English

Vision of the Department

VISION

To provide programs of the highest quality and promote advanced learning in Literature and areas of research, publication, creative work, and other professional activities to make students highly competent covering all skills at all levels of English.

Mission of the Department

MISSION

To promote knowledge and equip students to be highly competent professionals in a wide variety of settings for various occupational purposes focusing on speaking, reading and writing effectively and reflecting on what they have learnt.

Description of the programme

M. A. English Literature of NICHE is a 2 year 4 semester PG Programme with a total of 90 credits to be earned by the students. The programme has 19 subjects spread over the four semesters and a project in the final semester. Two elective papers are available in the first semester. There are two non-literature papers in the curriculum, one in the second semester and the second in the third semester. There are 17 core literature subjects incorporated in the curriculum to provide the students a comprehensive knowledge and experience of English Literature from England to India. The curriculum also includes different areas of English literature such as British Literature, American Literature, Indian Writing in English, Canadian Literature, New Literatures in English and Postcolonial Literature. Literary Theory, Research Methodology and ELT also included in the curriculum.

Programme Educational Objectives - PEOs	
PEO-01	To enrich the knowledge, proficiency and communication in English of students who are to be educated in the global medium of communication, that is the English Language
PEO-02	To inculcate linguistic competency of English and make the students good and talented in communicating in the English language
PEO-03	To provide the students with the knowledge of English language and literature in all its entirety
PEO-04	To provide a larger perspective of the literary genres of poetry, prose, fiction and the various domains of literary theory and criticism to the students
PEO-05	To promote communicative competence of students with emphasis on the four activities of learning - LSRW
PEO-06	To introduce the students to the richness of English literary and critical heritages through the learning of English history, language and literature
PEO-07	To enhance an understanding of global Literature available through the English Language
PEO-08	To promote the communicative and critical competence of students through the learning of literature
PEO-09	To train the students adequately in the various soft skills and enhance their performance in Debates, Group Discussions, Role Plays, Oral Presentations and Interviews so that they possess enviable employability
PEO-10	To instill overall language proficiency in the students with a view to make them globally employable
PEO-11	To promote research through academic pursuit of knowledge, publication and research output
PEO-12	To enrich the knowledge, artistry and the critical bent of mind of the students through the comprehensive study of literature, language and criticism

Graduate Attributes – Gas	
GA-1	Advanced Knowledge in Humanities and Social Sciences Gain an in-depth understanding of key theories, concepts, and methodologies in the chosen discipline, including literature, history, sociology, psychology, or other areas of the
GA-2	Critical Analysis and Interpretation Develop advanced critical thinking skills to analyze, interpret, and critique texts, theories, and cultural artifacts, enabling nuanced understanding of complex social, cultural, and historical issues.
GA-3	Research and Scholarly Inquiry Demonstrate expertise in academic research, utilizing appropriate research methods, tools, and resources to conduct independent and original research, contributing to scholarly discourse in the chosen field.
GA-4	Cultural Awareness and Global Perspective Understand and appreciate the diversity of cultures, ideologies, and global issues, fostering a broad and inclusive worldview that informs critical analysis and engagement with global challenges.
GA-5	Ethical Responsibility and Social Impact Apply ethical principles in the study and practice of humanities and social sciences, understanding the social responsibility that comes with shaping narratives, cultural norms, and societal values.
GA-6	Communication and Persuasion Master advanced communication skills, including writing, speaking, and presenting, to effectively convey ideas, arguments, and research findings to both academic and general audiences.
GA-7	Creative and Innovative Thinking Cultivate creativity and innovation in interpreting texts, ideas, and social phenomena, developing original insights and approaches to address contemporary cultural and intellectual challenges
GA-8	Interdisciplinary Collaboration Work effectively across disciplines, integrating knowledge from various fields to address complex social and cultural problems,
GA-9	Lifelong Learning and Adaptability Embrace continuous learning, staying engaged with emerging trends, theories, and methodologies in the humanities and social sciences to adapt to the evolving landscape of cultural and intellectual
GA-10	Leadership and Advocacy Develop leadership skills to advocate for social justice, cultural preservation, and intellectual progress, contributing positively to societal development and promoting inclusive and ethical values.

Programme Outcomes - POs	
PO-A	The students will reap the benefits of good knowledge, proficiency and communicative competence in the English Language.
PO-B	The students will be able to understand the various linguistic functions of the English Language and thereby acquire linguistic competence through the learning of English Literature from its beginning to the modern times.

PO-C	The students will gain a good knowledge of English Language and its literature encompassing all areas and all genres.
PO-D	The students will have good communicative competence by learning literature and the various components of language understandable and adaptable through exposure to poetry and prose.
PO-E	The students will attain a broader perspective and knowledge of all genres of English Literature like poetry, prose, drama, fiction and short story.
PO-F	The students will be able to understand literary theories and Literary Criticism and thereby will have a deeper exposure to and experience in various critical tools and trends of various ages like classical criticism, neo-classical criticism, new criticism, postmodernism, post-colonialism etc.
PO-G	The students will get introduced to the basics, functions and tenets of journalism and exposed to journalistic writing and training.
PO-H	The students will understand and acquire the various soft skills like personal skills, professional skills and lifelong skills which would enhance their individuality and employability.

Mapping of Graduate Attributes and Programme Educational Objectives (PEOs)

GAs PEOs	GA-01	GA-02	GA-03	GA-04	GA-05	GA-06	GA-07	GA-08	GA-09	GA-10
PEO-01	H	H	H	H	A	H	A	H	A	H
PEO-02	H	H	H	A	H	H	A	A	H	A
PEO-03	H	H	H	A	H	H	A	A	H	H
PEO-04	H	H	H	H	H	H	H	H	A	H
PEO-05	H	H	H	H	A	H	A	H	H	A
PEO-06	H	H	H	A	H	H	A	H	H	H
PEO-07	H	A	H	H	H	A	H	H	H	H
PEO-08	H	A	H	H	H	H	H	H	H	H

PEO-09	H	H	H	A	A	H	H	A	H	H
PEO-10	H	H	H	A	A	H	H	A	H	A
PEO-11	H	H	H	H	A	H	H	A	H	H
PEO-12	H	H	A	A	H	H	H	A	H	A

H-Highly Associated

A-Associated

Not – Not Associated

Mapping of Graduate Attributes and Programme Outcomes (POs)

GA's PEOs	G A-01	GA-02	GA-03	GA-04	GA-05	GA-06	GA-07	GA-08	GA-09	GA-10
PO-A	H	H	H	H	H	H	H	H	H	H
PO-B	H	A	H	H	A	H	H	H	H	H
PO-C	H	H	H	H	A	H	A	H	A	H
PO-D	H	A	H	A	H	H	H	A	H	A
PO-E	H	H	H	H	A	A	H	A	H	A
PO-F	H	H	A	A	H	H	H	H	A	H
PO-G	A	H	A	H	H	H	A	A	H	A
PO-H	H	A	H	H	H	A	H	H	A	H

H-HighlyAssociated

A-Associated

Not – Not Associated

Mapping of Programme Educational Objective(PEOs) and Programme Outcomes (POs)

PEO \ PO	PEO-01	PEO-02	PEO-03	PEO-04	PEO-05	PEO-06	PEO-07	PEO-08	PEO-09	PEO-10	PEO-11	PEO-12
PO-A	H	H	H	H	A	H	H	H	H	A	H	H
PO-B	H	A	H	A	A	H	H	A	H	H	A	H
PO-C	H	H	H	A	H	H	H	H	H	A	H	H
PO-D	H	A	H	H	A	H	H	H	H	H	H	A
PO-E	A	H	H	A	H	H	H	A	H	A	H	H
PO-F	H	A	H	A	H	H	H	H	H	A	A	H
PO-G	H	A	H	H	A	H	H	A	A	H	H	H
PO-H	H	A	H	A	A	H	H	H	H	H	H	H

H-Highly Associated

A-Associated

Not – Not Associated

Duration of the programme: 2 Years/ 4 Semesters

Total Credits : 90 Credits

CURRICULUM & SYLLABI

SEMESTER I

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG4701	The Elizabethan Literature	4	0	0	4
2.	EG4702	The Neo Classical Literature	4	0	0	4
3.	EG4703	The Romantic and Victorian Literature	4	0	0	4
4.	EG4704	Twentieth Century Literature	4	0	0	4
5.	XXE1	Elective – 1	4	0	0	4
TOTAL			20	0	0	20

SEMESTER II

Sl. No.	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG4705	Indian Writing in English	4	0	0	4
2.	EG4706	American Literature	4	0	0	4
3.	EG4707	New Literatures in English	4	0	0	4
4.	EG4708	Canadian Literature	4	0	0	4
5.	EG4709	Journalism and Mass Communication	4	0	0	4
TOTAL			20	0	0	20

SEMESTER III

Sl. No.	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG4710	Literary Theory-I	5	0	0	5
2.	EG4711	Shakespeare	5	0	0	5
3.	EG4712	The Study of English Language	5	0	0	5
4.	EG4713	Introduction to Research Methodology	5	0	0	5
5.	EG4714	Soft Skills	4	0	0	4
TOTAL			20	0	0	24

SEMESTER IV

Sl. No.	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG4715	Literary Theory-II	5	0	0	5
2.	EG4716	Postcolonial Literature	5	0	0	5

3.	EG4717	Teaching of English	5	0	0	5
4.	EG4718	Comprehensive English Literature	5	0	0	5
5.	EG47P1	Project	0	0	12	6
TOTAL			20	0	12	26

Syllabus Format

SEMESTER I

Sl. No.	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG4701	The Elizabethan Literature	4	0	0	4
2.	EG4702	The Neo Classical Literature	4	0	0	4
3.	EG4703	The Romantic and Victorian Literature	4	0	0	4
4.	EG4704	Twentieth Century Literature	4	0	0	4
5.	EG47A1	Translation	4	0	0	4
TOTAL			20	0	0	20

EG4701	The Elizabethan Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the beginnings of Modern English Literature and expose them to early English texts with reference to the transition from Middle English to Elizabethan ethos
2. To introduce the students to the beginnings of English poetry, drama and essay and inculcate in them a flair for the golden period of English Literature
3. To introduce the earliest English writers like Chaucer, Spenser, Wyatt and Surrey, John Donne and John Webster through their representative texts

Course Outcomes		Cognitive Skill
CO-01	The students will gain knowledge of Chaucer's Prologue to the Canterbury Tales and will have a grasp of metaphysical poetry and poets.	R
CO-02	The students will gain knowledge of Elizabethan poetry through Spenser and the advent of sonnets by Wyatt and Surrey and William Shakespeare.	U
CO-03	The students will understand the beginning of essay writings in English as an art form by Francis Bacon and understand the epigrammatic style of Bacon.	An

CO-04	The students will understand the essence of Elizabethan drama from Christopher Marlow's Edward II and John Webster's Duchess of Malfi as a Senecan Revenge Tragedy.	R
CO-05	The students will gain knowledge of Comedy of Humours popularized by Ben Jonson's The Alchemist and Thomas Middleton's The Changeling.	U

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

CO PO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	S	M	S	M	M	S
CO-02	M	S	M	S	M	S	S	M
CO-03	S	M	S	S	S	M	S	S
CO-04	M	S	M	S	M	S	S	M
CO-05	S	M	S	M	S	M	M	S

S-Strong, M-Medium, L-Low, N-Not relevant

UNIT – I : POETRY

1. Geoffrey Chaucer : Prologue to the Canterbury Tales
2. John Donne : Valediction: Forbidding Mourning
3. Henry Vaughan : The Retreat

UNIT – II : POETRY

1. Edmund Spenser : Prothalamion , Epithalamion
2. **Wyatt and Surrey** : **Sonnets**
 Thomas Wyatt : I Find no Peace
 Earl of Surrey : Set me whereas the sun doth parch
3. William Shakespeare : 1. Shall I compare thee to a summer's day
 2. No, Time, thou shalt not boast that I do change
 3. Since brass, nor stone, nor earth, nor boundless sea

UNIT –III : PROSE

1. Francis Bacon : **1. Of Truth, 2. Of Adversity, 3. Of Studies, 4. Of Revenge, 5. Of Marriage and Single Life 6. Of Parents and Children, 7. Of Ambition 8. Of Death**

UNIT – IV : DRAMA

1. Christopher Marlowe : Edward II

2. John Webster : The Duchess of Malfi

UNIT – V : DRAMA

1. Ben Jonson : The Alchemist
2. Thomas Middleton : The Changeling

TOTAL: 45 HOURS

REFERENCE

Redefining *Elizabethan Literature* by Georgia E. Brown, Cambridge and New York: Cambridge University Press, 2004

EG4702	The Neo Classical Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the age of reason and prose and expose them to the shift from Elizabethan sensibility to the return to classical traditions
2. To familiarize the students with the dominant satirical writings of the age in imitation of the Classical Age of Rome as in John Dryden, Alexander Pope and Jonathan Swift
3. To introduce the students to the rise of fiction as a new genre in English through the novels of Henry Fielding and Daniel Defoe

Course Outcomes		Cognitive Skill
CO1	The students will be able to learn the nature and characteristics of the Neo-Classical poetry in general and how blank verse replaces rhymed verse in the Neoclassical Age and the culmination of the blank verse in Milton's <i>Paradise Lost-Book-I</i>	R, U
CO2	The students will be able to grasp the essence of satirical poetry in rhymed verse that evolved during the Neoclassical Age by assimilating the great satirical poems of the times - 'To his Coy Mistress' by Marvell, 'MacFlecknoe' by Dryden and 'Rape of the Lock' by Pope.	An, U
CO3	The students will be able to understand the Neo-classical prose in two its distinct modes - one the humanistic style of Addison and Steele and the other the satirical style of Jonathan Swift, - the humour, and biting satire born in the Age of Reason through their learning of the 'The Battle of the Books'.	U, E
CO4	The students will be able to learn and analyse the characteristics and components of the Restoration Drama and its highlight in the Comedy of Manners through their exposure to 'The way of the World' by Congreve and 'The School for Scandal' by Sheridan.	R, U
CO5	The students will be able to gain knowledge of the emergence of the Picturesque Novel during the Neo-Classical Age, and understand and analyse its components through Fielding's 'Tom Jones' and Defoe's 'Robinson Crusoe'.	AN, U

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	S	S	S	S	M	S
CO-02	S	S	M	S	S	M	M	M
CO-03	M	S	S	M	S	M	M	S
CO-04	S	M	S	S	M	S	M	S
CO-05	M	M	S	S	S	S	S	M

S-Strong, M-Medium, L-Low, N-Not relevant

UNIT – I : POETRY

1. John Milton : Paradise Lost Book -I

UNIT – II : POETRY

1. Andrew Marvell : To His Coy Mistress
 2. John Dryden : MacFlecnoe
 3. Alexander Pope : Rape of the Lock

UNIT –III : PROSE (Detailed)

1. Addison and Steele : Sir Roger at the Theatre, Sir Roger at Church,
 Sir Roger at the Club
 2. Jonathan Swift : The Battle of the Books

UNIT – IV : DRAMA

1. William Congreve : The Way of the World
 2. Richard Brinsley Sheridan : The School for Scandal

UNIT –V : FICTION

1. Daniel Defoe : Robinson Crusoe
 2. Henry Fielding : Tom Jones

TOTAL: 72 HOURS

REFERENCE:

The Baroque in English Neoclassical Literature by John Douglas Canfield

EG4703	The Romantic and Victorian Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the age of emotion and imagination in English Literature and familiarize them with the Romantic Movement
2. To enable the students to imbibe the spirit of Romantic Poetry and Poets such as Wordsworth, Coleridge, Shelley, Keats and Byron whose writings form a great bulk of the literature
3. To acquaint the students with the realistic and the historic novels of the Victorian Age as represented by George Eliot and Thomas Hardy

Course Outcomes		Cognitive Skill
CO-01	The students will learn the nature and essence of Romantic Poetry in general and its manifestation through the prescribed poems of S. T. Coleridge, P. B. Shelley, William Blake and other Romantic Poets.	R
CO-02	The students will have a grasp of the poetry of Thomas Gray, William Wordsworth, Lord Byron, Robert Browning and Mathew Arnold	U
CO-03	The students will understand the essence of prose and essays written during the Romantic and the Victorian Eras through the essays of Charles Lamb and William Hazlitt.	An
CO-04	The students will gain knowledge of the dramas of the Romantic age and understand the salient features of Comedy of Manners through Oscar Wilde and Oliver Goldsmith's prescribed dramas.	R
CO-05	The students will gain knowledge of the social novel written during the end of the Romantic period through the novels of Thomas Hardy and George Eliot.	U

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO \ CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	S	S	S	M	S	S
CO-02	S	S	S	S	M	S	M	S
CO-03	S	M	S	M	S	M	S	S
CO-04	M	S	S	S	M	S	S	M
CO-05	S	M	S	M	S	S	M	S

S-Strong, M-Medium, L-Low, N-Not relevant

Unit – I: Poetry -I

- | | |
|--------------------|--|
| 1. S. T. Coleridge | : Kubla Khan |
| 2. P. B. Shelley | : Ode to the West Wind |
| 3. John Keats | : Ode on a Grecian Urn |
| 4. William Blake | : Songs of Innocence: The Lamb
Chimney Sweeper |
| | : Songs of Experience: The Tyger
A Poison Tree |
| 5. Lord Tennyson | : Ulysses |
| 6. D. G. Rossetti | : The Blessed Damozel |

Unit – II: Poetry - II

- | | |
|-----------------------|--|
| 1. Thomas Gray | : Elegy Written in a Country Churchyard |
| 2. William Wordsworth | : Michael, Lines Written in Early Spring |
| 3. Lord Byron | : Ocean |
| 4. Robert Browning | : Andrea Del Sarto |
| 5. Mathew Arnold | : Forsaken Merman |

Unit – III: Prose

- | | |
|--------------------|---|
| 1. Charles Lamb | : From Essays of Elia
: A Dissertation upon Roast Pig
New Year's Eve
Dream Children: A Reverie
Poor Relations |
| 2. William Hazlitt | : My First Acquaintance with Poets |

Unit – IV: Drama

- | | |
|---------------------|-----------------------------------|
| 1. Oscar Wilde | : The Importance of Being Earnest |
| 2. Oliver Goldsmith | : She Stoops to Conquer |

Unit – V: Fiction

- | | |
|-----------------|-----------------------------|
| 1. Thomas Hardy | : Tess of the D'Urbervilles |
| 2. George Eliot | : Middlemarch |

TOTAL: 72 HOURS

REFERENCES:

1. *A Concise Companion to the Romantic Age* by Jon Klancher, New York: Blackwell-Wiley, 2009
2. *Victorian Poets*, ed. V. S. Sethuraman, Macmillan Annotated Classics

EG4704	Twentieth Century Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the prominent literary traditions and authors of the Twentieth Century
2. To analyse and appreciate various literary trends and forms such as Stream of Consciousness in Virginia Woolf's and Theatre of the Absurd in Samuel Beckett's writings
3. To make the students imbibe the richness of the poetry, prose and drama of the age of science and doubt.

Course Outcomes		Cognitive Skill
CO-01	The students will be able to learn the essence of twentieth century poetry through the prescribed poems of first wave poets such as W. B. Yeats, T. S. Eliot, Wilfred Owen and Philip Larkin.	U
CO-02	The students will be able to grasp the themes and styles of the later part twentieth century poetry from the poems of G. M. Hopkins, Seamus Heaney, Thom Gunn, Ted Hughes and Dylan Thomas.	S
CO-03	The students will be able to gain knowledge of the diversity of Twentieth Century prose through the writings of D. H. Lawrence and E. M. Foster.	E
CO-04	The students will be able to learn the themes and dramaturgy of the twentieth century drama through George Bernard Shaw and Samuel Beckett's plays.	E
CO-05	The students will understand the variety and diversity of twentieth century novels and the themes and plots dealt with in the fiction of Woolf and Orwell.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	M	M	S	M	M	S
CO-02	M	S	M	S	M	S	M	M
CO-03	S	M	S	M	S	M	S	S
CO-04	M	S	S	S	M	M	S	M
CO-05	S	M	S	M	S	S	M	S

S-Strong, M-Medium, L-Low, N-Not relevant

Unit – I: Poetry -I

- | | |
|------------------|------------------------|
| 1. W. B. Yeats | : Sailing To Byzantium |
| 2. T. S. Eliot | : The Waste Land |
| 3. Wilfred Owen | : Strange Meeting |
| 4. Philip Larkin | : Church Going |

Unit – II: Poetry - II

- | | |
|--------------------------|--|
| 1. Gerard Manley Hopkins | : The Windhover |
| 2. Seamus Heaney | : Death of a Naturalist |
| 3. Thom Gunn | : Lament, Street Song |
| 4. Ted Hughes | : Thrushes, The Thought-Fox |
| 5. Dylan Thomas | : Do Not Go Gentle into that Goodnight, And death shall have no dominion |

Unit – III: Prose

- | | |
|-------------------|----------------------------------|
| 1. D. H. Lawrence | : Why the Novel Matters |
| 2. E. M. Foster | : Notes on the English Character |

Unit – IV: Drama

- | | |
|------------------------|---------------------|
| 1. George Bernard Shaw | : The Apple Cart |
| 2. Samuel Beckett | : Waiting For Godot |

Unit –V: Fiction

- | | |
|-------------------|-----------------|
| 1. Virginia Woolf | : Mrs. Dalloway |
| 2. George Orwell | : 1984 |

TOTAL: 72 HOURS

REFERENCES:

The Cambridge History of Twentieth-Century English Literature by Laura Marcus and Peter Nicholls, 2012.

LIST OF ELECTIVES

SL. No.	SUBJECT CODE	SUBJECT	L	T	P	C
THEORY						
1.	EG47A1	Translation	4	0	0	4
2.	EG47A2	Neuro Linguistic Programming	4	0	0	4

EG47A1	Translation	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To develop practical skills in translation
2. To equip students with the theory and practical aspects of translation
3. To compare and evaluate published translations with a view to improve translation practices
4. To familiarize students with critical issues in translation theories and translation studies
5. To promote students with a historical overview of the genre of the translation theory

Course Outcomes		Cognitive Skill
CO-01	The students will able to learn the history of translation from the European perspective and its definition and general types.	R
CO-02	The students will able to gain knowledge of literary translation in Europe and the problems encountered in the translation of literary texts and also the Theories of Translation.	U
CO-03	The students will able to learn Language and Culture as expressed in Translation and Mass Media.	A
CO-04	The students will be able to learn the art of translation through the translated text of Franz Kafka's <i>Metamorphosis</i> .	A
CO-05	The students will be able to practice translation into their mother tongue.	S

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	M	S	S	M	M	M
CO-02	S	S	S	M	M	S	M	M
CO-03	S	S	S	M	S	S	S	S

CO-04	M	S	M	M	S	S	M	M
CO-05	M	M	S	S	S	M	S	S

S-Strong, M-Medium, L-Low, N-Not relevant

Unit – I

1. History of Translation
2. Translation: Definition and General Types

Unit – II

1. Literary Translation
2. The Problem of Untranslatability
3. Theories of Translation

Unit – III

1. Language and Culture
2. Media and Translation

Unit – IV : Literature in Translation

Franz Kafka: Metamorphosis

Unit – V

Translation in Practice

TOTAL: 72 HOURS

TEXT BOOK :

1. Nida E. *The Theory and Practice of Translation*, Leiden; E. J. Brill, 1969.

REFERENCES:

1. Bassnett, Susan. *Translation Studies*, Third Edition, Routledge, Taylor& Francis Group, London, 2002.
2. Newmark P. *Approaches to Translation*, Oxford. Pergaman Press, 1982.
3. Steiner G. *After Babel: Aspects of Language and Translation*, Oxford: Oxford University Press, 1978.

EG47A2	Neuro Linguistic Programming (NLP)	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to NLP in ELT
2. To make the students understand the basics of NLP and how NLP can contribute to language learning

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	M	S	S	M	M	S
CO-02	S	S	M	M	S	S	M	S
CO-03	M	S	S	M	S	S	S	S
CO-04	S	M	M	S	M	S	S	M
CO-05	S	M	S	S	S	M	S	S

S-Strong, M-Medium, L-Low, N-Not relevant

Unit 1 - Introduction to NLP

Definition of Neuro Linguistic Programming - The History and Origins of NLP – The Four Stages of Learning - The NLP Communications Model: Sensory Experience, Coding, Emotions, behaviours, Thoughts, and Programs, Verbal and Non-Verbal Behaviour – The Presuppositions of NLP – Directives of the Unconscious Mind - Levels of Learning - Understanding How the Brain Learns Language

Unit 2 - Communication and Perception

Establishing Rapport - Matching and Mirroring - Pacing and Leading - Understanding the Doors of Perception - Representational Systems - Visual, Auditory, Kinesthetic, Olfactory and Gustatory Words – Reading Non-Verbal Physical Cues And Facial Expressions - Psycho-Geography: pointing, gesturing, “talking with hands.”

Unit 3 - Representational Systems

Representational Systems - Favoured Representational Systems -Language and Representational Systems - Eye Accessing Cues – Sub-Modalities

Unit 4 - Modelling and Strategies

Programming of NLP – Modelling - Learning Theory – Visual – Auditory – Kinesthetic Learning Styles - Multiple Intelligences - Strategies and Strategy Elicitation - Motivation Strategies Learning Strategies

Unit 5 - Language Patterns

Linguistic Presuppositions - The Hierarchy of Ideas - Agreement and Negotiating - The Milton Model - Language of the Unconscious Mind • Milton Model - conversational hypnosis or coaching for mindset • Milton Model - language model to inspire, motivate, persuade and relax someone - • Milton Model - writing an inspirational letter – The Meta Model : Meta-programs – detecting the coding preferences inside brain that dictate human behaviour, language, and motivation

SEMESTER II

Sl. No.	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG4705	Indian Writing in English	4	0	0	4
2.	EG4706	American Literature	4	0	0	4
3.	EG4707	New Literatures in English	4	0	0	4
4.	EG4708	Canadian Literature	4	0	0	4
5.	EG4709	Journalism and Mass Communication	4	0	0	4
TOTAL			20	0	0	20

EG4705	Indian writing in English	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the vast body of literature written in English by writers of Indian origin.
2. To instill in the students Indian values and develop human concern in them through exposure to great Indian writers in English like Rabindranath Tagore, Jawaharlal Nehru and Sarojini Naidu.
3. To make the students understand how Indian sensibility and ethos get reflected in the writings, especially in its poetry, prose and largely now in its fiction written by authors like R. K. Narayan, Mulk Raj Anand, Raja Rao, Sashi Deshpande, Amitav Ghosh and Kiran Desai .

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand the diverse themes, varied styles and characteristic nature of Indian poetry written in English and imbibe the poetic sensibility manifest in them.	R
CO-02	The students will be able to grasp the essence of Indian English prose through the writings of Nehru and Dr. Radha Krishnan.	U
CO-03	The students will be able to learn the components of modern Indian English drama and the major concerns they raise through their plays.	R

CO-04	The students will have an exposure to Indian fiction written in the English language and to their Indianness and their nuances of their fictional world.	U
CO-05	The students will have additional understanding of Indian fiction in English written by writers like Deshpande, Amitav Ghosh and Kiran Desai.	U

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	S	M	M	M	S	S
CO-02	M	S	M	S	M	S	M	S
CO-03	S	M	S	M	M	S	S	M
CO-04	M	S	M	S	M	S	M	S
CO-05	S	M	S	M	M	M	S	M

S-Strong, M-Medium, L-Low, N-Not relevant

UNIT – I : POETRY

- | | |
|------------------------|---|
| 1. Rabindranath Tagore | : Gitanjali (Stanzas from 8 to 13)
Presence of Almighty among Low and Humble |
| 2. Sarojini Naidu | : Queen's Rival |
| 3. Kamala Das | : Summer at Calcutta |
| 4. Nissim Ezekiel | : Night of the Scorpion |
| 5. Sri Aurobindo | : Life |
| 6. A. K. Ramanujan | : Red Earth and Pouring Rain – Kurunthohai 40 |
| 7. Parthasarathy | : River Once |
| 8. Keki N. Daruwalla | : Crossing of Rivers |
| 9. Toru Dutt | : The Lotus |

UNIT – II : PROSE

- | | |
|----------------------|--|
| 1. Jawaharlal Nehru | : Discovery of India (Chapters: 1 & 2) |
| 2. Dr. Radhakrishnan | : The Pursuit of Truth |

UNIT – III : DRAMA

- | | |
|--------------------|------------------------------------|
| 1. Girish Karnard | : Thuglaq (Detailed) |
| 2. Vijay Tendulkar | : Silence! The Court is in Session |

UNIT – IV : FICTION - I

1. R. K. Narayan : The Bachelor of Arts
2. Raja Rao : Kanthapura
3. Mulk Raj Anand : The Sword and the Sickle

UNIT – V : FICTION – II

1. Amitav Ghosh : The Glass Palace
2. Sashi Deshpande : That Long Silence
3. Kiran Desai : Hullabaloo in the Guava Orchard

REFERENCE:

Indian Writing in English: New Critical Perspectives by Gulrez Roshan Rahman, Publisher, Pinnacle Technology, 2011

EG4706	American Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the vast treasure house of American Literature in poetry, prose, drama and fiction
2. To familiarize the students with the socio-cultural and political forces that shaped American Literature
3. To make the students understand the revolutionary nature and the newness of themes of American writers like Ezra Pound, Walt Whitman, Wallace Stevens, Emerson, Thoreau and Hemingway

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand the socio-cultural and political forces that shaped American Literature and its revolutionary nature and newness of themes.	R
CO-02	The students will get exposure to American poetry ranging from Walt Whitman to Edgar Allan Poe to Ezra Pound on the one hand and W. H. Auden and e. e. cummings to Richard Wilbur on the other hand.	U
CO-03	The students will get introduced to the great American prose writings which have shaped the American sensibility through their philosophical and revolutionary characteristics.	An
CO-04	The students will be able to understand the components of modern American drama dealing with varied themes.	R
CO-05	The students will learn the astonishing new themes of American fiction and new styles of fiction writing through the novels of Hemming way	U

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	M	M	S	M	M	S
CO-02	S	S	M	M	M	S	S	S
CO-03	M	S	S	M	S	M	M	S
CO-04	M	M	M	S	M	S	M	M
CO-05	S	M	S	M	S	M	M	M

S-Strong, M-Medium, L-Low, N-Not relevant

Unit – I: Poetry - I

- | | |
|--------------------|---------------------------------------|
| 1. Walt Whitman | : Out of the Cradle Endlessly Rocking |
| 2. Emily Dickinson | : Because I could not stop for Death |
| 3. Robert Frost | : Road Not Taken |
| 4. Wallace Stevens | : Anecdote of the Jar |
| 5. Edgar Allan Poe | : The Raven |
| 6. Ezra Pound | : The Return |

Unit – II: Poetry– II

- | | |
|-------------------|---|
| 1. e. e. cummings | : somewhere i have never travelled, gladly beyond |
| 2. Sylvia Plath | : Lady Lazarus |
| 3. Amiri Baraka | : The Liar |
| 4. Richard Wilbur | : Advice to a Prophet |
| 5. W. H. Auden | : The Unknown Citizen |

Unit – III: Prose

- | | |
|------------------------|---|
| 1. Ralph Waldo Emerson | : The American Scholar |
| 2. Henry David Thoreau | : Walden (Chapter-2 - Where I lived and what I lived for) |
| 3. Edgar Allan Poe | : Philosophy of Composition |

Unit – IV: Drama

- | | |
|-----------------------|-----------------------------|
| 1. Tennessee Williams | : A Street Car Named Desire |
| 2. Eugene O’Neil | : The Hairy Ape |

Unit – V: Fiction

- | | |
|----------------------|---------------------------|
| 1. Ernest Hemmingway | : The Old Man and The Sea |
| 2. Saul Bellow | : Herzog |
| 3. Jack London | : The Call of the Wild |

TOTAL: 72 HOURS

REFERENCE:

1. The Oxford Companion to American Literature by James D. Hart, Phillip Leininger, Oxford University Press, 1995.

EG4707	New Literatures in English	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the genres and authors of New Literatures from different nations across the globe
2. To make the students acquire a comprehensive knowledge and experience of New Literatures written by Chinua Achebe, Wole Soyinka, Judith Wright, V. S. Naipaul and Ondaatje
3. To make the students understand the hold and sway of literatures written in English in different continents
4. To familiarize the students with the texts which deserve literary merit and hold freshness of themes translated from the regional languages of India into English

Course Outcomes		Cognitive Skill
CO-01	The students will be able to learn the nature and characteristics of the New Literature poetry in general and the poems in particular written by eminent poets from different continents.	R, U
CO-02	The students will be able to grasp the essence of Diasporic Writing and the immigrant sensibility through the works of M. G. Vassanji and V. S. Naipaul.	An, U
CO-03	The students will be able to get a comprehensive knowledge and revealing experience of the fictional works written by Chinua Achebe, Yann Martel and Michael Ondaatje.	U, E
CO-04	The students will be able to learn and analyse the components and the characteristics of the texts which deserve literary merit and hold freshness of themes as translated from the regional languages of India into English.	R, U
CO-05	The students will be able to gain knowledge of the emergence of the genres and authors of New Literatures : George Ryga and Athol Fugard.	AN, U

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO \ CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	M	S	M	S	M	S	S
CO-02	S	S	M	S	M	S	M	S
CO-03	S	M	S	M	S	M	S	M
CO-04	M	M	M	S	S	S	M	M
CO-05	S	M	S	M	S	S	M	S

S-Strong, M-Medium, L-Low, N-Not relevant

Unit – I: Poetry

- | | |
|--------------------|---|
| 1. Frank Chipasula | : A Love Poem for My Country |
| 2. Wole Soyinka | : After the Deluge |
| 3. Judith Wright | : The Harp and the King |
| 4. A.D. Hope | : Australia |
| 5. Gabriel Okara | : The Call of the River Nun, Were I To Choose |
| 6. Chinua Achebe | : Love Cycle, Vultures, A Wake for Okigbo |

Unit – II: Diasporic Writing

- | | |
|-------------------|---------------|
| 1. M. G. Vassanji | : No New Land |
| 2. V. S. Naipaul | : Half a Life |

Unit – III: Fiction

- | | |
|---------------------|-----------------------|
| 1. Chinua Achebe | : Things Fall Apart |
| 2. Yann Martel | : Life of Pi |
| 3. Michael Ondaatje | : The English Fiction |

Unit – IV: Translation

- | | |
|-------------------|-----------------------|
| 1. Imayam | : The Beast of Burden |
| 2. Mahasweta Devi | : Rudali |
| 3. Malarvathi | : Thoopukari |

Unit – V: Drama

- | | |
|-----------------|---------------------------|
| 1. George Ryga | : The Ecstasy of Rita Joe |
| 2. Athol Fugard | : My Children! My Africa! |

TOTAL: 72 HOURS**REFERENCE:**

1. Companion to the New Literatures in English by Christa Johnson, Publisher, Erich Schmidt, 2002.

EG4708	Canadian Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the realm and frontiers of Canadian Literature rooted both in Aboriginal and European traditions
2. To inculcate in the students a flair for Canadian Poetry, Prose, Drama, Fiction and Short Story
3. To expose the students to the native themes of the literature and make them comprehend the different traits of the literature through representative writers like Lucy Maud Montgomery, Margaret Atwood, Sharon, Pollock, Ruby Slipperjack, Margaret Lawrence and Alice Munro

Course Outcomes		Cognitive Skill
CO-01	The students will be able to grasp the essence of Canadian Literature in general and Canadian poetry in particular by learning representative and typical poems with native themes.	R, U
CO-02	The students will be able to understand and appreciate the nuances of Canadian prose rooted both in European and aboriginal traditions.	U
CO-03	The students will have a fine understanding of Canadian drama which has distinct characteristics of its own.	U
CO-04	The students will learn to understand the distinct fictional canvas of Canadian Literature which includes native themes, backgrounds, traditions and sentiments.	U, An
CO-05	The students will get to know the components of Canadian Short Stories and appreciate the originality of themes and backgrounds telling of Canadian life.	U, R

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	M	M	S	M	S	M
CO-02	M	M	M	S	M	S	M	M
CO-03	M	M	S	M	S	M	S	M
CO-04	M	S	M	S	M	S	S	S
CO-05	S	M	S	M	S	M	S	M

S-Strong, M-Medium, L-Low, N-Not relevant

Unit – I: Poetry

1. Margaret Atwood : Journey to the Interior
2. P. K. Page : First Neighbours
3. A. M. Klein : Indian Reservation: Caughnawaga
4. Standish O’Grady : Winter in Lower Canada
5. Wilfred Campbell : The Winter Lakes
6. Al Purdy : Listening to Myself
7. Robert William Service : A Hero
8. Lucy Maud Montgomery : When the Dark Comes Down

Unit – II: Prose

1. Margaret Atwood : Survival

2. Susanna Moodi : From Roughing it in the Bush

Unit – III: Drama

1. James Reaney : The Killdeer
2. Sharon Pollock : Doc

Unit – IV: Fiction

1. Beatrice Culleton : In Search of April Rain Tree
2. Margaret Laurence : The Stone Angel
3. Miriam Toews : Women Talking

Unit– V: Short Story

1. Lucy Maud Montgomery : The Waking of Helen
2. Pauline Johnson : A Red Girl's Reasoning
3. Alice Munro : Dear Life
4. Ruby Slipperjack : Blueberry Days (from Honour the Sun)

TOTAL: 72 HOURS

REFERENCES:

1. Canadian Literature: An Overview by K. Balachandran, Sarup and Sons, 2007.

EG4709	Journalism and Mass Communication	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To provide the students with a well-grounded education in Mass Communication and Journalism
2. To expose the students to the various functions and dynamics of Mass Media like Radio, Television and Newspaper and their history
3. To train the students in a non-literary field of study which can add to their employability

Course Outcomes		Cognitive Skill
CO-01	The students will be able to have a fundamental education in Mass Communication and Journalism.	U
CO-02	The students will be able to gain knowledge of the functions of Mass Media and basic Human Rights.	S
CO-03	The students will have an exposure to reporting and editing and understand how to report and edit news items in different journalistic writing styles.	E
CO-04	The students will be able to gain the various functions and dynamics of Mass Media like Radio, Television and Newspaper and their histories.	E
CO-05	The students will be able to learn advertising and its components which can add to their employability.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	S	S	S	M	M	S
CO-02	S	S	M	M	M	S	S	S
CO-03	S	S	S	M	M	S	S	M
CO-04	M	S	S	S	S	M	M	M
CO-05	M	S	M	M	M	M	M	M

S-Strong, M-Medium, L-Low, N-Not relevant

Unit – I : Fundamentals of Journalism

1. Definition of Mass Media
2. Different types of Mass Media in India
3. Characteristics and significance of Mass Media in Indian Culture
4. Influence of AI and Machine Learning

Unit – II :Media Management

1. Media Laws
2. Human Rights
3. Investigative Journalism

Unit –III : Reporting and Editing

1. News Values 3. Photo Journalism 5. Editor/Editing
2. Writing Styles 4. Reporting

Unit –IV : Audio and Visual Media

1. History of Radio, Development of Broadcasting System in India
2. History of Television, Development of Television in India, Television and Indian Society
3. Writing for Television- TV News, TV Documentary, TV Feature, Telefilm,
4. Television Reporting - TV Presenters- Duties and Responsibilities
5. Compeering

Unit –V : Advertising and Public Relations

1. Advertising : Internet, Television, Radio, Newspaper, Outdoor Media
2. Advertising and Ethics,
3. International Code of Ethics
4. Advertising and Law
5. PR: Definition, Objectives and Principles, Publicity, and Public Opinion, Propaganda, History and Growth, and PR Functions

TOTAL: 72 HOURS

TEXT BOOK :

Keval J. Kumar, ***Mass Communication in India***, Jaico Pub. House, Mumbai, 2000.

REFERENCES:

1. Dalpat S. Mehta, **Mass Communication and Journalism in India**, Allied Publishers Private Ltd., New Delhi, 2009.
2. Vir Bala Aggarwal and V. S Gupta, **Handbook of Journalism and Mass Communication** Concept Publishing Company, New Delhi, 2002.

SEMESTER III

Sl. No.	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG4710	Literary Theory-I	5	0	0	5
2.	EG4711	Shakespeare	5	0	0	5
3.	EG4712	The Study of English Language	5	0	0	5
4.	EG4713	Introduction to Research Methodology	5	0	0	5
5.	EG4714	Soft Skills	4	0	0	4
TOTAL			20	0	0	24

EG4710	Literary Theory-I	L	T	P	C
		5	0	0	5

OBJECTIVES:

1. To inculcate a broader idea of Literary Theory culled out from the literature available in the English language in the literary consciousness of the students/learners
2. To introduce the learners to the tenets of literary criticism starting from the Greek classical criticism of Aristotle to the advent of English New Criticism.
3. To make the learners understand and assimilate the emergence of literary theories over the Neo-classical, Romantic and Victorian Ages and the Twentieth century and have a toast of the important critical text(s) of each period of English Literary history.
4. To familiarize the learners with the seminal critical texts of Classical, Neo-classical Romantic, Practical, Modern and Feminist criticisms written by prominent literary figures

Course Outcomes		Cognitive Skill
CO-01	The students will be able to get a Very Short Introduction to Literary Theory, learn the basics of Classical Criticism starting with Aristotle. They will also learn the elements of epic poetry and drama and the definition and components of a tragedy.	U
CO-02	The students will be able to gain knowledge of the general nature of Shakespeare's writings, his merits and demerits and the reasons for his excellence through Johnson's Neo-Classical Criticism and the argument for classical and modern literatures in Dryden's An Essay on Dramatic Poesy.	S
CO-03	The students will be able to understand Romantic Criticism which is based on German fundamentals through the exposition of <i>Biographia Literaria</i> and Lyrical Ballads.	E

CO-04	The students will be able to get the tenets of 20 th Century Criticism through Eliot's Tradition and the Individual Talent and the tenets of practical criticism through Four kinds of Meaning..	E
CO-05	The students will be able to grasp the fundamentals of feminist criticism through A Room of One's Own and Snapshots of a Daughter-in-Law	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	S	S	S	M	S	S
CO-02	S	M	M	M	M	S	S	M
CO-03	S	S	S	M	M	S	S	S
CO-04	M	M	S	S	M	M	M	M
CO-05	M	M	M	M	M	M	M	S

S-Strong, M-Medium, L-Low, N-Not relevant

UNIT-1 - INTRODUCTION AND CLASSICAL CRITICISM

- Jonathan Culler : Literary Theory – A Very Short Introduction
- Aristotle : The Poetics

UNIT-2 - NEO-CLASSICAL CRITICISM

- John Dryden : An Essay on Dramatic Poesy
- Dr. Samuel Johnson : Preface to Shakespeare

UNIT- 3 - ROMANTIC CRITICISM

- William Wordsworth : Preface to Second Edition of Lyrical Ballads
- S. T. Coleridge : Biographia Literaria

UNIT- 4 - 20TH CENTURY – MODERN CRITICISM

- I. A. Richards : Four kinds of Meaning
- T. S. Eliot : Tradition and the Individual Talent

UNIT- 5 - FEMINIST CRITICISM

- Virginia Woolf : A Room of One's Own
- Adrienne Rich : Snapshots of a Daughter-in-law

REFERENCE: Ramaswami, S. & V. S. Sethuraman Ed. (1986) The English Critical Tradition, Vols. I & II. Chennai: Macmillan.

EG4711	Shakespeare	L	T	P	C
		5	0	0	5

OBJECTIVES:

1. To introduce the students to the greatest master writer of English Language – Shakespeare – under ‘single author for study’
2. To make the students realize Shakespeare’s contribution to the development of English language and literature and gain knowledge and understanding necessary to explain his poetic and dramatic skills
3. To make the students understand the contexts and dynamics of Shakespeare’s comedies, tragedies and historical plays through representative texts, and explore Shakespearian sonnets, theatre and audience and Dramaturgy and Criticism

Course Outcomes		Cognitive Skill
CO-01	The students will be able to learn the poetry, drama and dramaturgy of Shakespeare and understand his poetic and dramatic genius.	U
CO-02	The students will gain knowledge of and exposure to the comedies, tragedies, histories and Romance plays of Shakespeare through representative texts.	S
CO-03	The students will acquire insights into the comedies of Shakespeare through Tragedies through Hamlet, Historical Plays through Julius Caesar and his Mature Comedies through The Winter’s Tale.	E
CO-04	The students will learn the poetic exuberance of Shakespeare through the five representative sonnets and get the deeper grasp of his poetic genius.	E
CO-05	The students will learn the machinery of Shakespearean Theatre, Dramaturgy and the nature of his Audience and also get a glimpse into Shakespearean Criticism.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	S	S	S	M	M	M
CO-02	S	M	M	S	M	S	S	S
CO-03	S	S	S	M	M	S	S	M
CO-04	M	S	S	S	S	M	M	S
CO-05	M	S	M	M	M	M	M	M

UNIT-1 – COMEDY - DETAILED

The Merchant of Venice

UNIT-2 – TRAGEDY – DETAILED

Hamlet

UNIT-3 – HISTORY

Julius Caesar

UNIT-4 – MATURE COMEDY

The Winter's Tale

UNIT- 5 – GENERAL SHAKESPEARE

I. SONNETS

1. When I do count the clock that tells the time (Sonnet 12)
2. Full many a glorious morning have I seen (Sonnet 33)
3. To me fair friend you never can be old (Sonnet 104)
4. Let me not to the marriage of true minds (Sonnet 116)
5. Mine eye and the heart are at mortal war (Sonnet 46)

II. Shakespearean Theatre and Audience

III. Shakespeare Dramaturgy

IV. Shakespeare Criticism

EG4712	The Study of English Language	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To make the students know the evolution of the English languages at a deeper level from its early beginnings to the present time
2. To inculcate in the students the intricacies of articulating English Sounds, of the Morphology, Syntax, Semantics, make them comprehend varieties of English and initiate them into pragmatics and Speech Acts
3. To educate the students at the various levels of linguistic analyses and help them become effective teachers

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand the origin and theories of language, language families of the world, the place of English in the Indo European Family of Languages and will have exposure to Grimm's Law and Verner's Law.	U
CO-02	The students will be able to learn phonology, the classification of speech sounds, and the articulation of speech segments, phonemes,	S

	allophones, stress and intonation and also the English vowel, diphthongal and consonant sounds.	
CO-03	The students will gain knowledge of morphology, morphemes, allomorphs, word formation, syntax, derivation and coinage and borrowings.	E
CO-04	The students will gather knowledge of the semantic features of English like synonym, antonym, hyponym, homonym, ambiguity, contraction and tautology.	E
CO-05	The students will be able to get an overall idea of the varieties of English like British, American, African, Asian etc. and will be able to grasp the meaning of pragmatics, its development in modern times, speech acts and structure and usage of language.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	S	S	S	M	M	M
CO-02	S	M	M	M	M	S	S	S
CO-03	S	S	S	M	M	S	S	M
CO-04	M	S	S	S	S	M	M	S
CO-05	M	S	M	S	M	S	M	S

UNIT-I - The History of English Language

Definition of Language - Origin of Language - Types of Language - Growth and Development of the English Language - The place of English in the Indo-European Family of Languages - Grimm's Law and Verner's Law

UNIT-II - Phonology

Phonology: Definition Branches of Phonology - Difference between Phonetics and phonology - Introduction to Linguistics Classification of speech Sounds - Segments, Phonemes - Allophones - Suprasegmental Features - Stress and Intonation - Rhythm – Vowels – Diphthongs – Consonants

UNIT-III – Morphology

Morphology: Introduction to Morphology - Difference between Morphology and Syntax – Morphemes – Allomorphs - Word Formation - Derivation and Inflection - Borrowing and Coinage - Syntax: Word, Phrase, Sentence

UNIT- IV Semantics

Semantics: Meaning - Types of Semantics – Synonyms – Antonyms – Hyponyms – Homonyms – Ambiguity – Contraction – Tautology - Word Meanings as Feature Matrices

UNIT-V Varieties of English and Pragmatics

Types of Pragmatics, Pragmatics in English language, British, American, African, Asian, Pacific and Caribbean and Indian varieties, Development of Modern Pragmatics, Speech Acts, Discourse Structure, Usage of Language

SUGGESTED READINGS

1. Crystal, David, *Linguistics*, London: Penguin, 1990.
2. Langacker, R.W., *Language and its Structure*, London: Harcourt Brace Jovanovich, 1973.
3. Bansal and Harrison, *Spoken English for India*, New Delhi: University Press, 2011.
4. T. Balasubramaniam, *Text Book of English Phonetics for Indian Studies*, New Delhi: Macmillan, 1981.
5. Leech, G. N., *Principles of Pragmatics*, London: Longman, 1983.

EG4713	Introduction to Research Methodology	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To introduce the students to the different types of Research and the basics of Research Methodology so as to equip them for full scale research in further studies
2. To make the students learn the Format of Research and Mechanics of Writing and how to document different sources
3. To make the students explore qualitative research

Course Outcomes		Cognitive Skill
CO-01	The students will be able to learn the nature and definition of research, its types and the scope, and also the range of each type of research in Research fields.	U
CO-02	The students will be able to grasp the meaning of Research Design, its classifications and will gain particular knowledge in Descriptive Research and Case Studies.	S
CO-03	The students will learn to apply the Mechanics of Writing, the usage of different sources – the Primary, Secondary and Electronic in Research Writing.	E
CO-04	The students will be able to learn and evaluate the basis of documentation in Research Writing. They will also gain knowledge in and practical exposure to the use of Quotations and Punctuation Marks in Research Writing.	E

CO-05	The students will understand the components of a Research Report with its Layout. They will have practical exposure to writing Research Report.	A
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R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	S	S	S	S	M	M	S
CO-02	S	M	S	M	S	S	S	S
CO-03	S	S	M	S	M	S	S	M
CO-04	M	S	S	S	S	M	M	S
CO-05	M	S	S	S	M	S	S	S

Unit –I

Introduction -Basic Research - Empirical Research - Explanatory Research - Exploratory Research - Analytical Research – Plagiarism

Unit -II

Meaning of Research Design – Definitions – Essentials of Research Design– Classification of Research Designs – Descriptive Studies – Case Studies

Unit-III

Mechanics of Writing - Primary, Secondary and Electronic Sources- Use of Quotations- Punctuation Marks

Unit-IV

Documentation - Parenthetical Documentation – In text Citations - Works Cited.

Unit-V

Layout - Components of a Research Report - The Preliminary Pages - The Body of the Research Report - The Appended Section

Reference:

Gibaldi, Joseph, *MLA Handbook : 7th Edition*, New Delhi: Affiliated East West Press Pvt. Ltd., 2009.

EG4714	Soft Skills	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To increase learners' of knowledge soft skills so as to develop attributes that enhance an individual's interactions, earning power and job performance
2. To inculcate potential skills in the learners to prepare them to deal with the external world in a collaborative manner, communicate effectively, take initiatives, solve problems, and demonstrate a positive work ethic so as to hold a good impression and positive impact at the personal and professional levels

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand the importance of Soft Skills and thereby develop their Personality Skills by learning the various Soft Skills, Interpersonal and Intrapersonal Skills.	U
CO-02	The students will learn the nuances of Public Speaking such as Content Preparation, Audience Analysis, Gathering and Evaluating Information, Speech Planning Process with use of Visual Aids. They will be able to practise and deliver their speech effectively and eloquently.	S
CO-03	The students will be able to acquire Presentation Skills by participating in Group Discussions and Debates. They will be able to understand Social, Business and workplace etiquettes and manners, and manage time.	E
CO-04	The students will learn how to make decisions, solve problems, manage conflicts and manage stress in work environments.	E
CO-05	The students will be able to acquire Leadership Qualities by learning how to plan and organize events, and also how to work as a team with empathy. The students will be able to prioritize tasks and also acquire Problem Solving Skills.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	S	S	S	S	M	M	S
CO-02	S	M	S	M	S	S	S	S
CO-03	S	S	M	S	M	S	S	M
CO-04	M	M	S	S	S	M	M	S
CO-05	S	S	S	S	M	S	S	M

Unit – I

1. **Soft Skills: Introduction – Definition and Significance of Soft Skills; Process, Importance and Measurement of Soft Skill Development**
2. **Self-Discovery: Discovering the Self; Setting Goals; Beliefs, Values, Attitude, Virtue**

Unit – II

1. **Interpersonal Communication:** Interpersonal relations; communication models, process and barriers; team communication; developing interpersonal relationships through effective communication; listening skills; essential formal writing skills
2. **Public Speaking:** Skills, Methods, Strategies and Essential tips for effective public speaking
3. **Group Discussion:** Importance, Planning, Elements, Skills Assessed; Effectively Disagreeing, Initiating, Summarizing and Attaining the Objective
4. **Non-Verbal Communication:** Importance and Elements; Body Language

Unit – III

1. **Interview Skills:** Interviewer and Interviewee – in-depth perspectives – Before, During and After the Interview, Tips for Success
2. **Presentation Skills:** Types, Content, Audience Analysis, Essential Tips–Before, During and After, Overcoming Nervousness
3. **Etiquette and Manners:** Social, Business and workplace etiquettes and manners
4. **Time Management:** Concept, Essentials, Tips

Unit – IV

1. **Decision-Making and Problem-Solving Skills:** Meaning, Types and Models, Group and Ethical Decision-Making
2. **Conflict Management:** Conflict - Definition, Nature, Types and Causes; Methods of Conflict Resolution
3. **Stress Management:** Stress - Definition, Nature, Types, Symptoms and Causes; Stress Analysis, Models and Impact of Stress; Management of Stress.

Unit – V

1. **Positivity and Motivation:** Developing Positive Thinking and Attitude; Driving out Negativity; Meaning and Theories of Motivation; Enhancing Motivation Levels
2. **Teamwork and Leadership Skills:** Concept of Teams; Building effective teams; Concept of Leadership and Leadership skills

3. Leadership and Assertiveness Skills: A Good Leader; Leaders and Managers; Leadership Theories; Types of Leaders; Leadership Behaviour; Assertiveness Skills.

Reference:

1. Managing Soft Skills for Personality Development – edited by B. N. Ghosh, McGraw Hill India, 2012.
2. English and Soft Skills – S. P. Dhanavel, Orient Blackswan India, 2010.
3. Soft Skills Training – A workbook to develop skills for employment by Fredrick H. Wentz
4. The Time Trap: The Classic book on Time Management by R. Alec Mackenzie

SEMESTER IV

Sl. No.	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG4715	Literary Theory-II	5	0	0	5
2.	EG4716	Postcolonial Literature	5	0	0	5
3.	EG4717	Teaching of English	5	0	0	5
4.	EG4718	Comprehensive English Literature	5	0	0	5
5.	EG47P1	Project	0	0	12	6
TOTAL			20	0	12	26

EG4715	LITERARY THEORY –II	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To orient the students/learners to the continuation of Literary Theory- I beginning with New Criticism, encourage them to get a fuller view of critical traditions with 'Beginning Theory' , and educate them in understanding the various facets of New criticism and the efficacy of New critical tools.
2. To make the learners grasp the finer aspects of formalism and modernism through linguistics and semiotics.
3. To imbue the learners with the basic understanding of the complex phenomenon of postmodernism and postmodern theories and its multifacetedness, and to acquaint them with the philosophy of deconstructionism and theories of deconstruction which is a divergent offshoot of postmodernism.
4. To offer the learners an overview of the Postcolonial Theory and how the theory exposes the contemporary world as a victim shaped by the colonizers for the colonized.

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand the critical theories and trends of the twentieth century starting with New Criticism.	U
CO-02	The students will be able to grasp the basics of Modernism and Postmodernism and how they emerged with the rise of Capitalism in the twentieth century.	S
CO-03	The students will be able to get exposure to Structuralism and Post-structuralism and the Post-structuralist view of writing, the work of art, and text and author.	E

CO-04	The students will be able to arrive at a good knowledge of Postmodern critical theories and Postmodernist view of writing, text, author and author function.	E
CO-05	The students will be exposed to Post-colonial theories and the tenets of Post-colonialism as expressed in Orientalism.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	S	S	S	S	M	M	S
CO-02	S	S	S	M	S	S	S	S
CO-03	M	M	M	S	S	S	S	M
CO-04	S	S	S	S	S	M	M	S
CO-05	S	S	S	M	M	S	S	S

UNIT-1 INTRODUCTION AND NEW CRITICISM

Michael Ryan	: Literary Theory: A Practical Introduction
Lionell Trilling	: The Sense of the Past
Allen Tate	: Tension in Poetry

UNIT-2 FORMALISM

Roaman Jacobson	: Linguistics and Poetics
Woolfgang Iser	: The interaction between Text and Reader

UNIT-3 POSTMODERN CRITICISM

Jean Francois Lyotard	: Defining the Postmodern
Michel Foucault	: What is an Author?

UNIT- 4 DECONSTRUCTIVE CRITICISM

Harold Bloom	: The Anxiety of Influence
Jaques Derrida	: The Animal that therefore I am

UNIT- 5 POSTCOLONIAL CRITICISM

Edward Said	: Introduction to Orientalism
Stuart Hall	: Cultural Identity of Diaspora

REFERENCES:

Lodge, David. Ed. Twentieth Century Literary Criticism. London: Longman, 1972

Lodge, David. Ed. Modern Criticism and Theory. London: Longman, 1982.

Sethuraman, V. S. Ed. Contemporary Criticism. Madras: Macmillan, 1989.

EG4716	POSTCOLONIAL LITERATURE	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To introduce students to the impact of colonization on the colonized countries and the literature produced by them across the globe
2. To acquaint the students with the retelling/ reclaiming of history, which is the role of a postcolonial author
3. To understand the historical context, issues, themes, narratives, and ideologies in Postcolonial Literature, by learning selected texts

Course Outcomes		Cognitive Skill
CO-01	At the end of the course, students will gain a broader knowledge of Postcolonial Theories through the writings of . Edward Said and Homi K. Bhabha	U
CO-02	The students will get exposure to the poetry written in countries which have suffered colonial oppression and now review their history and literature from a Postcolonial perspective.	S
CO-03	The students will have knowledge of the different types of short fiction written by Africans and Indians now in the pos colonial era.	E
CO-04	The students will gather knowledge of the genre of Drama and plays written by postcolonial writers in varied settings.	E
CO-05	The students will have their knowledge enriched through their exposure to Postcolonial fiction from colonised nations.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	S	S	S	S	M	M	S
CO-02	S	S	S	M	S	S	S	S

CO-03	M	S	M	S	S	M	S	M
CO-04	S	S	S	S	S	M	M	S
CO-05	S	S	S	S	M	S	S	M

UNIT- I - Introduction to Postcolonial Theory

1. Edward Said : Culture and Imperialism
2. Homi K. Bhabha : Introduction to Location of Culture

UNIT- II - Poetry

1. John Agard : Half-caste
2. Gabriel Okara : You Laughed and Laughed and Laughed
3. W. B. Yeats : Easter 1916
4. Nissim Ezekiel : Enterprise

UNIT -III - Short Story - Detailed

1. Chinua Achebe : Dead Men's Path
2. Rohinton Mistry : Swimming Lessons

UNIT- IV - Drama

1. Wole Soyinka : Death and King's Horseman
2. Aimé Césaire : A Tempest

UNIT- V - Fiction

1. Patrick White : Voss
2. Zadie Smith : White Teeth

EG4717	Teaching of English	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To make teaching of English effective in the classroom
2. To provide the students with a theoretical background to the issues of teaching English
3. To improve the communicative skills of the students
4. To familiarise the students with the modern technology in teaching English

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand English Language Teaching (ELT) Techniques by learning various Language Methods and Approaches such as Direct Method and Grammar Translation Method and also TPR and CLT.	U
CO-02	The students will be able to learn the four fundamental Language Skills such as Listening, Speaking, Reading and Writing. They will also learn how to teach all the literary genres – poetry, prose, drama, fiction and non-fiction.	S
CO-03	The students will learn how to incorporate technology in English Language Teaching and Learning – Computer Assisted Language Learning : CALL and Computer Assisted Language Teaching: CALT	E
CO-04	The students will be able to understand the pronunciation of English sounds by learning the 44 phonemes of English, their production, articulation and transmission. They will also learn to transcribe passages into phonetic transcription.	E
CO-05	The students will be able to understand the different types of tests and their objectives. They will also learn the two methods of assessment or evaluation – formative and summative.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	S	S	S	S	M	M	S
CO-02	S	M	S	M	S	S	S	S
CO-03	S	S	M	S	M	S	S	M
CO-04	S	S	S	M	S	M	S	S
CO-05	M	S	S	S	M	S	S	S

Unit – I

ELT – Definitions

Theories of Language Learning

Methods and Approaches

: First language Acquisition and Second Language Learning

: Direct Method, Grammar Translation Method, Natural Method, Audio Lingual Method, Situational Approach, Oral Approach, Task based Language Teaching and Total Physical Response (TPR)

Communicative Language Teaching (CLT)

Unit – II

Teaching Skills : Listening Speaking Reading Writing
Teaching Literature : Drama, Poetry, Fiction, Non-Fiction

Unit – III

Computer Assisted Language Learning : Definitions - History of CALL - Characteristics
(CALL) of CALL - Behaviouristic CALL -
Communicative CALL - Interactive CALL

You Tube – Audios – videos - Online Sources -
E-Library - Language Learning Websites
(Cousera, Udemy, SWAYAM, MOOC etc.) –
E-Pathshala

Computer Assisted Language Teaching : Google Apps, Video Conferencing,
(CALT) WhatsApp, MS Office, Video Creators

Unit –IV

Teaching Phonetics : Transcription

Unit – V

Types of Test and Their Objectives
Methods of Assessment/Evaluation : Formative, Summative
Online Test

Reference:

1. Meenakshi Sundaram A., *Teaching of English: Optional I and II*, Chinnalapatti: Kavyamala Publishers, 2009.
2. Krishnaswamy N., and Laitha Krishnaswamy, *Teaching of English: Approaches, Methods and Techniques*, New Delhi: McMillan, 2005.
3. Modular Classroom: <https://www.youtube.com/channel/UCii8kYISuVsFNXFwq6czfg>
4. FDP on Managing online classes and co-creating MOOCs – You Tube Channel.

EG4718	Comprehensive English Literature	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To introduce the students to the background of the History of English Literature
2. To make the students understand the historical and sociological factors involved in the growth and evolution of English Literature with particular reference to the political and social changes which have made a lasting impact on the English Language
3. To equip the students for taking up NET/SLET Examinations
4. To enable the students understand the Modern Literary Movements and Trends related to English Literature

5. To direct the students to get ever–widening career options open to PG English by providing them with the rich heritage of English Literature and its history

Course Outcomes		Cognitive Skill
CO-01	The students will have an exposure to and knowledge of the great writers of the English Language and the Literature they produced through ages. They will learn of the writers starting from Chaucer to Shakespeare.	U
CO-02	The students will have an understanding of the Literature produced during the Jacobean and Augustan Period, otherwise known as the Age of Prose and Reason, all the writers of the age and their writings, styles and themes.	S
CO-03	The students will be able to understand the Romantic Age, characteristics of Romantic Literature, writers of the age, their writings and the prominent genres of the age like poetry and fiction.	E
CO-04	The students will be able to understand the Age of Queen Victoria that produced a great literature, the characteristics of the Victorian Age, the writers and their lives and writings.	E
CO-05	The students will be able to grasp the essence of the Modern Period of English Literature, the period of twentieth century writers and their writing styles and themes.	A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	S	S	M	S	M	M	S
CO-02	S	M	S	S	S	S	S	S
CO-03	S	S	M	S	M	S	S	S
CO-04	S	M	S	M	S	S	S	M
CO-05	M	S	S	S	M	S	S	S

Unit: I

Pre-Chaucerian to Shakespeare

The Old English Period – The Middle English Period - Geoffrey Chaucer - John Gower - William Langland – Edmund Spenser - Christopher Marlowe - William Shakespeare - Ben Jonson

Unit: II

Jacobean to Augustan Period

John Milton - Metaphysical Poets: John Donne, Abraham Cowley, Andrew Marvell, George Herbert, Henry Vaughan – Cavalier Poets: Robert Herrick, Richard Lovelace, Sir John Suckling - John Dryden - Alexander Pope - Jonathan Swift – Joseph Addison and Sir Richard Steele - Dr. Samuel Johnson - Samuel Richardson - Henry Fielding – Graveyard Poets: Thomas Gray, Oliver Goldsmith, William Cowper, William Collins

Unit: III

Romantic Period

William Wordsworth–Samuel Taylor Coleridge – Lord Byron - Percy Bysshe Shelley – John Keats – Walter Scott- Jane Austen – Charles Lamb – Thomas De Quincey – William Hazlitt

Unit: IV

Victorian Period

Alfred Tennyson – Robert Browning – Elizabeth Barrett Browning - Matthew Arnold – Dante Gabriel Rossetti – William Morris- Charles Dickens - William Makepeace Thackeray –The Brontes: Charlotte, Emily and Anne - George Eliot – George Meredith-Thomas Carlyle – Thomas Babington Macaulay - John Ruskin

Unit: V

Modern Period

Thomas Hardy – Joseph Conrad- Samuel Butler- Rudyard Kipling - George Bernard Shaw – John Millington Synge – John Galsworthy - William Butler Yeats – David Herbert Lawrence – James Joyce - Virginia Woolf - Gerard Manly Hopkins- T.S. Eliot – Jean Iris Murdoch - Philip Larkin - John Osborne – Samuel Beckett

TOTAL: 75 PERIODS

Reference:

1. Hudson Henry, *An Outline History of English Literature*, New Delhi: B.I., Publications, 1961.
2. Albert, Edward, *History of English Literature*, New Delhi: Oxford University Press' 1979.
3. Sanders, Andrew, *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.
4. Legouis, Cazamian, *History of English Literature*, New Delhi: Macmillan India Limited, 2001.
5. Crompton, Ricket, *A History of English Literature*, New Delhi: UBS Publishers' Distributors (P) Ltd., 2009.